

DOCUMENT RESUME

ED 067 360

SO 004 687

TITLE Curriculum Research and Development in the Humanities and Social Studies.

INSTITUTION Schools Council, London (England).

PUB DATE [72]

NOTE 4p.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *Curriculum Development; Curriculum Research; Elementary Education; Environmental Education; Geography; History; *Humanities; *Interdisciplinary Approach; *Projects; Secondary Education; Social Sciences; *Social Studies; Team Teaching

IDENTIFIERS *Schools Council

ABSTRACT

This bulletin offers information on nineteen Schools Council research and development projects contributing useful ideas and resources to elementary and secondary educators. These projects advocate an inter-disciplinary approach using team-teaching methods. Many projects overlap in themes, ideas and teaching strategies. Although the projects are concerned with a similar range of topics or issues, project-developed materials are relevant to programs in geography, liberal studies, humanities, history, moral education, social studies, religious education, environmental studies, ethnic studies, and to programs for early leaving pupils. Strategies vary from producing research reports, teaching guides, and teaching materials to combining all of these. The first part of the paper offers a generalized description of the projects. The projects are listed in the second part, including project titles, comprehensive annotations, materials, grade designations, and director's names and addresses. A selected Schools Council bibliography of examinations bulletins, working papers, pamphlets, articles, and other publications appears in the last part of the bulletin. (SJM)

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Schools Council curriculum research and development in the humanities and social studies

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The acceleration of curriculum renewal which occurred in the early sixties through the interest of the Nuffield Foundation was concentrated on mathematics and science, subjects that were perceived as being not only in need of modernizing but also as important for the life of our society. The case for curriculum innovation in the humanities and social studies area of the curriculum seemed less urgent than for mathematics and science, although the same forces, which urged renewal in an attempt to re-interpret this part of the curriculum in ways more pertinent to contemporary needs, were at work in both.

From its inception, then, the Schools Council was rightly concerned to encourage work in the comparatively neglected area of humanities and social studies, although it would have been more difficult to find agreement on what constituted their content than on, say, mathematics. This lack of agreement is reflected in schools where what appears in the timetable as humanities or social studies varies widely from school to school, and is the result less of a clearly articulated philosophy of what these subjects are than of opportunities and exigencies of staffing and timetabling – which is not to deny the validity of such practical solutions. It is also probably true to say that in these, more than in any other part of the curriculum, individual schools were experimenting in grouping subjects, in organizing work around themes, and in encouraging staff to collaborate.

The list of projects that follows does not attempt, even by implication, to propose a definition of what should make up a humanities or social studies curriculum. It simply offers to people who are interested in these subject areas information about a number of Schools Council projects which will be contributing useful ideas and resources. It omits the work of the separate English projects, though English literature would probably occupy a central position in many schools' humanities programmes; it does not deal with work in classics, though the case for their inclusion in a humanities programme has been cogently argued in *Humanities: an approach through classics* (HMSO, 1967). On the other hand, environmental studies is here because, notwithstanding its obvious connexion with the sciences, much of the work and material is concerned with social issues. Environmental studies illustrates perhaps more powerfully than any other study the limitations of the rigidly defined subject curriculum.

Two features of the projects in the list will probably strike readers immediately. In the first place, many of them have become concerned with a similar range of topics or issues, regardless of whether they started from an environmental, a social, an integrated or a subject base; second, much of the work of these projects is or advocates an inter-disciplinary approach and uses team-teaching methods.

These similarities may largely be explained by the way in which a project has the opportunity to begin by appraising subject matter in relation to the most recent understanding of the psychology of learning and the sociology of schools both within themselves and within their community, and not simply by assessing the subject matter for its own sake. Inevitably this process will throw up certain emphases, which is entirely appropriate in a situation in which knowledge is expanding dramatically while the school timetable remains virtually constant. It is simply impossible to know all knowledge, so that the unity of knowledge is an unhelpful idea for the organization of the curriculum. The unity has to be broken down into more manageable units, which need not necessarily be the same as the traditional disciplines or subjects. This is not to question the proven usefulness of the subject disciplines in extending knowledge. It is, however, to ask whether the separation of the subjects or the fragmentation of the timetable is the most helpful arrangement for children's learning.

It is scarcely surprising then if a curriculum project that tries to take into account its perception of the child's relationship to society should identify as important certain themes, ideas and teaching strategies that are also identified by another project working in another subject area. Hence, perhaps, the attention given to aspects of man's relationship to his environment, not only by the specifically environmental projects, but also by Geography for the Young School Leaver, General Studies, Integrated Studies, Humanities Curriculum Project and elsewhere.

The projects themselves do not offer a total curriculum in humanities and social studies. There are gaps – historians may be quick to point out that history receives no attention except as an element of integrated projects, when it certainly merits some attention of its own. Not every project is concerned with a wide age or ability range.

Yet between them the projects offer a substantial addition to the resources available to teachers, over a wide range of subject matter, ability and age. Only one, Project Environment, takes a grand sweep from

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8-18, but others recognize the need for continuity between the primary and secondary stages of education and should be useful to the growing number of middle schools.

The strategies of the projects are as various as their subject matter - some are producing research reports, others guides for teachers, others teaching materials, and some all of these. Some have worked with central teams - others have relied more on collaboration in varying degrees with teachers working in schools or in groups. Some, like the Humanities Curriculum Project, represent major investments of the Council - in this case jointly with the Nuffield Foundation - and others very modest commitments

(World Citizenship). The North West Project is an unusual example of co-operation both between the Council and LEAs and amongst LEAs themselves.

It seems likely that in this area of the curriculum there will be a growing volume of curriculum development as schools and society become increasingly involved with one another, and as the school takes for its subject matter in humanities or social studies the very context of the lives of their children. It also seems likely, because so many of these studies are based on community and locality, that these projects will form examples of and bases for continuing development in schools and teachers' centres.

A. RESEARCH AND DEVELOPMENT PROJECTS

Environmental Studies

The project was established to help teachers use the environment systematically to provide experiences that help the progressive development of a child's skills and concepts throughout his primary career and beyond. Four teachers' guides are being published in 1972 by Rupert Hart-Davis.

Starting from Maps and Case Studies are now available while *Starting from Rocks and Teachers' Guide* will be available in September.

5-13 years 1967-71
Melville Harris, Cartrefle College of Education, Wrexham, Denbighshire

Religious Education in the Primary School

A survey to summarize and evaluate recent literature and research on religious education in the primary field; to survey religious education in selected primary schools; and to describe and analyse those instances where it appears to be outstandingly successful in relation to its aims.

A research report will be published as Schools Council Working Paper 44 *Religious Education in Primary Schools* in late 1972.

5-11 years 1969-71
Clifford M. Jones, Institute of Education, University of Leeds, Leeds, LS2 9JT

Need and Innovation in Multi-Racial Education

A survey of current practice in the teaching of race relations in a variety of schools. The project will also ascertain from teachers what materials need to be developed to assist them and will find examples of good teaching practice. Although the project is self supporting, its results may provide the foundation for future work in the development of teaching materials in race relations and guide lines to the need for further materials in multi-racial education.

5-18 years 1972-73
Bert Townsend, National Foundation for Educational Research, The Mere, Upton Park, Slough, Buckinghamshire SL1 2DQ

Social Studies 8-13

An inquiry into work undertaken in primary schools and junior forms of secondary schools intended to promote an understanding of social relationships and concepts. A research report describing and analysing examples of interesting work in this area and suggesting a framework for social studies for 8-13 year olds has been published as Schools Council Working Paper 39 *Social Studies 8-13*.

8-13 years 1968-70
Dr Denis Lawton, Institute of Education, University of London, Malet Street, London WC1E 7HS

History, Geography and Social Science 8-13

This project was established on the recommendation of the Social Studies 8-13 project, and has grown out of a need to co-ordinate development work in history, geography and social science in the middle years. The aim of the project is to formulate teaching objectives, with particular reference to progression in learning and styles of teaching, and to develop materials drawing on the three subject areas, to be used by teachers whether in an integrated framework or otherwise.

8-13 years 1971-74
Professor W. A. L. Blyth, School of Education, University of Liverpool, P.O. Box 147, Liverpool, L69 3BX

Moral Education 8-13

The project will carry out research designed to increase knowledge of how children of this age range learn socially and morally, and to discover what part schools can play and are willing to undertake in this area. Much of the research will involve the collection of evidence about children's needs as shown in creative self expression, play and social behaviour.

8-13 years 1972-76
Peter McPhail, Hughes Hall, University of Cambridge, Cambridge CB1 2EW.

Project Environment

The feasibility study for this project, published as Working Paper 24 *Rural Studies in Secondary Schools*, recommended that the project should define the nature of rural and environmental studies, examine the extent to which children might be educated through the environment, and investigate the provision of satisfactory courses. The project has established a network of schools where teachers will assist in the development of materials for pupils throughout the secondary school, and contact has been made with forestry, conservation and town and country planning interests.

8-18 years 1970-73
R. W. Colton, Department of Education, The University, St Thomas Street, Newcastle upon Tyne, NE1 7RU

Religious Education in Secondary Schools

The project is carrying out research and developing materials relevant to a programme of religious education in secondary schools acceptable to people of differing convictions and taking into account the non-Christian communities. Teachers are co-operating with the project in devising an outline curriculum for 11-16 year old pupils and in developing specimen multi-media teaching units. The programme aims at giving insight into the role of religion in the foundation of British society and into the nature, challenge and consequence of religious belief.

The project has produced Working Paper 36 *Religious Education in Secondary Schools* and materials will be available in due course.

11-16 years 1969-73
Professor Ninian Smart, Department of Religious Studies, University of Lancaster, Cartmel College, Bailrigg, Lancaster

Social Education

A project to make teachers aware of new approaches to social education has been proceeding in four schools in the Nottingham area. Pupils proceed by survey methods and construct class, school and area 'profiles'. Such guided experience aims to provide an understanding of an identification with the local community, and possible participation in self-determined social projects.

A research report will be published in 1973.
11-16 years 1968-71
Professor H. Davies, Institute of Education, University of Nottingham, University Department, Nottingham

Integrated Studies

The project has investigated the meaning and possible methods of integration in the humanities. The central concern of the study has been an examination of ways of learning that will enable children to recognize the inter-relation of different subjects. The teaching method is based on teams of teachers exploring themes, problems or areas of inquiry with their pupils. The project is aimed at the whole ability range.

The first three junior packs, *Exploration Man, Living Together* and *Communicating with Others* and a handbook on integration were published by Oxford University Press in spring 1972.
11-15 years 1968-72
David Bolam, Institute of Education, University of Keele, Keele, Staffordshire. ST5 5BG

Team Teaching in Integrated Studies

For the past four years a team of sixteen teachers at Henbury School has been running an integrated studies programme in history, geography and religious education in the first two years of school in some twenty mixed-ability groups. A member of the team has now been withdrawn from teaching to prepare a report on the team's methods and ideas, and to develop further their concepts of integration and ways of achieving it.

11-13 years 1971-72
Miss P. M. Logan, Henbury Comprehensive School, Marissal Road, Bristol.

Moral Education

The project has devised curricular materials and teaching methods to help boys and girls adopt a considerate style of life in which they take others needs, interests and feelings into account as well as their own. Varied materials have been developed which involve the use of discussion, role play, creative writing and art. They are designed to help teachers in a wide range of subjects (especially the humanities) and particularly where an understanding of personal relationships is important. The materials will be published as *Lifeline* by Longman in the autumn of 1972.

13-16 years 1967-72
P. McPhail, University of Oxford, Department of Educational Studies, 15 Norham Gardens, Oxford, OX2 6PY

History 13-16

The value of history as a humane study and its importance as a means to understanding the present have long been recognized in education. This project aims to help teachers of history by suggesting suitable objectives and by promoting the use of appropriate materials and ideas for their realization.

13-16 years 1972-75
D. W. Sylvester, Institute of Education, The University, Leeds LS2 9JT

Humanities Curriculum Project

A project to develop materials and teaching methods appropriate to inquiry-based courses that cross the traditional subject boundaries between English, history, geography, religious studies and social studies. The project is financed jointly with the Nuffield Foundation and has concentrated on developing strategies for the teaching of controversial human issues to pupils of average and below-average abilities. Handbooks and pupil materials have been prepared on *War and Society, Education, The Family, Relations between the Sexes, People and Work, Poverty, Law and Order and Living in Cities*.

Published by Heinemann Educational Books. The first six packs are now available price £37.67 each (inc. p. tax) or £13.39 each for the teachers' pack alone.

14-16+ years 1967-72
L. A. Stenhouse, Centre for Applied Research in Education, University of East Anglia, Norwich NOR 88C

Preparing for World Citizenship

A pilot project to simulate and co-ordinate experimental work on international topics for the less able 14-16 year olds in six secondary schools in Wales. A report illustrating the approaches adopted will not be published but is available from the project.

14-16 years 1967-70
Miss K. Jones, Council for Education in World Citizenship - Cymru, Temple of Peace, Cathays Park, Cardiff

Geography for the Young School Leaver

The project is setting out to define the contribution that geography can make to the educational needs to pupils of average and below-average ability between the ages of 14 and 16; to examine successful work already being undertaken with this age group; to investigate the skills these pupils can master; and to produce schemes of work which can be used either in a subject or in an inter-disciplinary framework. Materials are currently being developed and a study of the examination of geography at CSE level will also be undertaken.

14-16 years 1970-73
R. A. Beddis and T. A. Dalton, Avery Hill College of Education, Avery Hill Road, London SE9 2PQ

Geography 14-18

This curriculum and development project was set up to help teachers of geography to structure courses and prepare teaching materials, primarily for the more able pupils in the 14 to 18 age range. A working paper is being prepared, describing the present situation and outlining proposed development. Groups of teachers are being formed to assist in the formulation of curriculum policy and in the preparation of materials.

14-18 years 1970-74
Dr Gladys Hickman, School of Education, University of Bristol, 22 Berkeley Square, Bristol, BS8 1HS

North West Regional Curriculum Development Project

A project concerned with the production and co-ordination on a regional basis of new curricula for the last two years of secondary education for early-leaving pupils. The project's seven main study areas are creative arts, domestic studies, English, experimental teaching methods, moral education, social (including health) education, and technology. Materials and papers will be published from 1972.

The Schools Council grant was for the support of the regional centre; the project's local development work - the major part of its activities - is financed entirely by the thirteen LEAs involved.

13-16+ years 1967-72
(Schools Council support until 1970)
Dr W. G. A. Rudd, School of Education, University of Manchester, Manchester, M13 9PL

General Studies

The project aims to help schools and colleges improve the quality of the general or liberal studies areas of education of students over the age of 15. With the help of associated teachers, a resources bank of over 6000 items has been built up and methods of storage and retrieval developed.

Materials are published on a subscription basis by Penguin Education and Longman which began in February 1972.

15-18 years 1968-74
Robert Irvine Smith, The King's Manor, University of York, York YO1 2EW

B. SELECTED SCHOOLS COUNCIL BIBLIOGRAPHY

Examinations Bulletins

- 14 *The Certificate of Secondary Education: trial examinations-geography* HMSO 1966 20p (24½p)
- 17 *The Certificate of Secondary Education: trial examinations-religious knowledge* HMSO 1967 12½p (15p)
- 18 *The Certificate of Secondary Education: the place of the personal topic-history* HMSO 1968, 15p (17½p)

Working Papers

- 2 *Raising the school leaving age: a co-operative programme of research and development* SBN 11 880010 8* HMSO 1965 17½p (20p)
- 11 *Society and the young school leaver: a humanities programme in preparation for the raising of the school leaving age* SBN 11 880024 8 HMSO 1967 37½p (44p)
- 24 *Rural studies in secondary schools* SBN 423 43000 9 Evans/Methuen Educational 1969 20p

- 25 *General studies 16-18* SBN 423 43950 2 Evans/Methuen Educational 1969 16p
- 36 *Religious education in secondary schools* SBN 423 44460 3 Evans/Methuen Educational 1971 59p
- 39 *Social studies 8-13* (by Denis Lawton, James Campbell and Valerie Burkitt) SBN 423 44470 0 Evans/Methuen Educational 1971 £1.50
- 44 *Religious education in primary schools* SBN 423 49640 9 Evans/Methuen Educational 1972 50p

Other Publications

- Humanities for the young school leaver: an approach through history* SBN 423 42990 6 Evans/Methuen Educational 1969 25p
- Humanities for the young school leaver: an approach through religious education* SBN 423 43960 X Evans/Methuen Educational 1969 26p

Schools Council Pamphlets

- 7 *Integrated studies in the first years of secondary school: some practical problems involved*, 1970 (free from the Schools Council)

Articles in *Dialogue*

- 5 'Pupils into students?' by Lawrence Stenhouse (Humanities Curriculum Project)
6 'The environmental studies approach' by Melville Harris and Peter Birch (Environmental Studies Project)
'Children and their community' by John Rennie (Social Education Project)
'The fourth "R"?' by Carol Mumford (Religious Education in the Primary School)
7 'The fourth "R"?' by Donald Horder (Religious Education in Secondary Schools)
'Curriculum in the North West' by Dr Allan Rudd (North West Regional Curriculum Development Project)
11 General studies' by David Williams (General Studies Project)
'Integrated studies' by Margaret Brooksbank. (Integrated Studies Project)

Notes

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Sent free to schools (via LEAs), teachers' centres, colleges of education and further education, and institutes and departments of education. Subscriptions 24p for three issues (40p outside UK) to Information Section, Schools Council, 160 Great Portland Street, London W1N 6LL. Back issues, except No. 3, available from No. 1 (autumn 1968). Per copy: 8p post free (15p outside UK).